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ABSTRACT

This paper explains why knowledge utilization has become so important and why so many perspectives on knowledge utilization exist. The field of research on knowledge utilization is immense and continues to grow rapidly. The reason for this, according to the paper, is that developed nations around the world are now in the so-called Knowledge Age. The production, transfer, and use of knowledge have become profoundly important, and education--with the school as its key institution--has become the center of the knowledge society. The paper also discusses knowledge-utilization models, which leads to the following set of key questions: (1) What is the character of the knowledge that is used? (2) Who is the user? What do we know/assume about the user? (3) What is the purpose of use? What outcomes are intended? (4) What would be important to know about the use situation/context? (5) What do the answers to these questions imply for improving knowledge transfer, communication, and utilization? To addresses these questions, the paper examines constructivism, complexity, tacit knowledge, and situated knowledge. The paper concludes with a selective review of the literature on knowledge utilization, with an emphasis on utilization in education. (WFA)

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